Key Question: L2.7 What does it mean to be a Christian in Britain today?

This investigation enables pupils to learn in depth from different religious and spiritual ways of life about what Christians do at home, in church and in the wider community and why these things are important to them.
The unit implements the **principal aim of RE,** which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Step 1: Select a key question	**L2.7 What does it mean to be a Christian in Britain today?** **Year group:** Recommended Year 3 **Strand**: Living **Questions in this thread:** F5 Where do we belong? 1.7 What does it mean to belong to a faith community? L2.8 What does it mean to be a Hindu in Britain today? U2.6 What does it meant to be a Muslim in Britain today? 3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today? **Religions and worldviews:** Christians Please note that the national project Understanding Christianity provides a comprehensive set of plans and resources to support the teaching of Christianity. Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate.
Step 2: Select learning outcomes	• Use the learning outcomes from column 2 of the key question outlines on p61 • Select learning outcomes appropriate for the age and ability of your pupils. • Being clear about these outcomes will help you to decide what and how to teach.

Emerging	Expected	Exceeding
• **Identify and name examples of what Christians have and do in their families and at church to show their faith (A3).** • **Ask good questions about what Christians do to show their faith (B1).**	• **Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).** • **Describe some ways in which Christian express their faith through hymns and modern worship songs (A2).** • **Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).** • **Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).**	• **Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3).** • **Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).**

Step 3: Select specific content	• Look at the suggested content for your key question, from column 3 in the unit outlines. • Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes. **This plan has selected the following content to exemplify the learning outcomes. Pupils will:** • Find out about how Christians show their faith within their families. What objects might you find in a Christian's home and why? E.g. Bible, cross/crucifix, palm cross, pictures of Jesus or the holy family (Mary, Joseph and Jesus), Christian magazines, CDs of Christian music, some Bible verses on the fridge. What kinds of things would Christian families do during the week? E.g. grace before meals, family prayers and Bible reading, private prayer and Bible reading, giving money to charity. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class? • Explore what Christians do to show their faith within their church communities. What do they do together and why? Explore church noticeboards or websites to find out what goes on in at least two different kinds of churches (e.g. Anglican, Baptist, Roman Catholic, Pentecostal), and some of the similarities and differences between what Christians do there. E.g. Sunday school classes, 'Messy Church', Girls Brigade, Boys' Brigade, Sunday services, different types of worship music, home groups. Ask some teenagers from two churches about how they show their faith. • Find out what Christians do to show their faith in how they help their local community. Choose one or two local churches to illustrate local involvement, e.g. in food banks, running crèches and toddler groups, supporting those in need (e.g. St Vincent de Paul Society), running 'Christians Against Poverty' money management courses, Alpha Courses, cake sales, visiting the sick, etc. Obviously, Christians are not the only people who do these things, but find out *why* Christians and others do work hard to help people in their communities. What kinds of things do pupils at your school do to help others, and why? • Find out about some ways in which Christians make a difference in the worldwide community. How do they show that they are Christians? E.g. Mother Teresa, Pope Francis, Archbishop Justin Welby, Loretta Minghella (Director of Christian Aid). See if there are local Christians who are involved in fighting for justice etc. • Talk about how Christians practise their faith in many ways. For some, believing is central, for others it is more about participation in Christian fellowship, and for others it may be about making the world a fairer place – or a combination of all three. What would pupils say makes someone a Christian and why?

NOTE: This unit of work offers around 8-10 hours of classroom ideas. You need to select from it in order to achieve the learning outcomes set out in Step 2 above. Note that your selection of units as part of your long-term plan, and selection of content within units, need to enable a learning journey that makes sense to your pupils.

Note also that pupils should have multiple opportunities to encounter the content you wish them to remember. Single encounters will not enable them to embed what they learn in their long-term memory. Plan for pupils to revisit and build on their prior learning, applying it to the context of thinking through what it means to be a Christian in Britain today.

NOTE: RE Today is not responsible for content on external websites. Please do always check content before showing to pupils.
Links were active and correct at time of publication, but they do not always last.

Step 4: Assessment: write specific pupil outcomes

- Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements.
- You might adapt these specific outcomes to form 'I can' statements (for pupil self-assessment), 'You can' statements (for teacher assessment), and 'Can you…?' statements (for next steps or challenge)
- Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning.
- These 'I can'/'You can' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.

Emerging	Expected	Exceeding
I can… You can… Can you…? **Identify three things that Christians do that might identify their faith (A3)** **Ask questions about what Christians do to show their faith (B1)** **Ask good questions about Christian worship music and how it shows beliefs (B1)** **Ask good questions about Holy communion and how it shows beliefs (B1)**	I can… You can… Can you…? **Describe two things that Christians do to show their faith making connections to a Christian belief or teaching for each (A1)** **Describe how one hymn or song shows specific Christian beliefs or teaching (A2)** **Describe two things that might be hard or a challenge about being a Christian (B2)** **Give reasons why Christians and others help other people (C2)** **Note similarities and differences between the reasons that religious people and on religious people give for helping people (C2)** **Describe an example of a Christian you have studied who helped others by his or her actions. Why did they do this? (C2)**	I can… You can… Can you…? **Explain similarities and differences between musical worship in two different churches (A3)** **Explain similarities and differences between Holy communion in two different Christian denominations (A3)** **Give 3 examples of what it is like to be a Christian in your town- make links with your own experience and observations. (C1)**

Step 5: Develop teaching and learning activities

- Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes.
- Don't forget the skills you want pupils to develop, as well as the content you want them to understand.
- Make sure that the activities allow pupils to practise these skills as well as show their understanding.

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
How do Christians show their beliefs in the home?		
Pupils will learn: Look for similarities and differences between a Christian and a non- Christian family home Look for similarities and differences between how a Christian and a non- Christian family would spend their time Think of reasons why some people pray, go to church, say thanks before food and read the bible	• Place a tray of items in front of pupils. The items should be presented as a series of items that have come from the house of a family. Include on the tray several items that show that this is a Christian house e.g. bible, children's bible story books, palm cross, cross or crucifix, cd of Christian music, bible verse fridge magnet, prayer cards, church notice sheet. Include on the tray several items that would be owned by any house e.g. Harry Potter book, football boots, cd of pop music, cinema ticket, family photo. • Play Kim's game with the items. Cover them up and remove an item. Can pupils work out which item has been removed? Can pupils see any links between the items? E.g. 2 music cds or bible and bible and bible fridge magnets. Ask pupils to act as detectives. What do they think the family is like? What are they committed to? Which items do they think would be most important to this family? Why? Discuss the use and importance of each of the items. Sort them into more important and less important. • Ask pupils to draw one of the items for a book on Christian families. They must chose an object that they think would be really important to the family. Annotate the picture with information about why it is important and how it might be used by the family. • Show pupils a weekly calendar. Discuss what might go on the calendar for their family. Dinner together? A trip out somewhere as a family? You might want to introduce Nathan, a Christian boy featured in My Life My Religion. You could show a short clip of him introducing himself www.bbc.co.uk/programmes/p02mwvjy What would appear on his weekly calendar e.g. having a family meal but saying grace before the meal, going out as a family to Church, going to Sunday school, praying before bed and as a family, learning to read the bible with other people, going to a church youth club. Do you think Nathan will do any of the same things that you do? Why? Why not? Ask the pupils to work in groups to create a visual calendar for Nathans week. Annotate the calendar to say why he is choosing to do certain things. How do the things he is doing show his faith. Remember not everything that Nathan and his family do is to do with their beliefs- include things like walking the dog! Do you think there might be challenges for people who are Christians? Think about what you might do on a Sunday morning? Could a Christian do that? What other things might make being a Christian a challenge sometimes? Are there any good things about being a Christian?	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging** • **Identify and name examples of what Christians have and do in their families and at church to show their faith (A3).** • **Ask good questions about what Christians do to show their faith (B1).** **Expected** • **Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).** • **Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).** **Exceeding** • **Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What do Christians do to show their beliefs at Church?		
Pupils will learn: Describe what happens in church at different times of the week Find out more about one of the ways that Christians show their beliefs in church. Think of reasons why some Christians pray, read the bible, take communion or help people	• Give pupils an outline of three church windows. Ask them to draw what they think they would see if they peeped through the window on Sunday morning, on a weekday and finally on an evening in the week. • Find an example of a church noticeboard for the pupils to look at. Ideally take a photo of on from a local church, if not you can find examples online. There is also an example of a noticeboard in Opening Up Christianity RE Today Services. Were their predictions of what might be happening correct? What happens on a weekday, in the evenings and on a Sunday morning in the church they are looking at the noticeboard for? Draw what they would see happening for that church at three different times and annotate their pictures. As a class look at the noticeboard make a list of five to ten things that happen in the church or outside of the church. Why do they think each one of these is going on? • Share with pupils the Bible quotes below *And don't forget to do Good and share with those in need Hebrews 13:6* *Jesus said, 'whenever you eat bread and drink wine remember me.' 1 Corinthians 11:26* *I will sing to the Lord all my life; I will sing praise to my God as long as I live. Psalm 104:33* *Your word is a lamp to guide my feet and a light for my path Psalm 119:105* *Then Jesus told his disciples a parable to show them that they should always pray and not give up. Luke 18:1* Ask pupils to match the bible quotes to items on the noticeboard. What is the connection between the item on the noticeboard and the Bible quote. Ask pupils to freeze frame an example of an activity that would show that a Christian person or group of Christians were following the teaching from the bible. • Choose one of the things that pupils have found on the noticeboard and find out in more detail what happens e.g. ask someone to come in and talk about the event or practice or the pupils could write a series of questions to people involved in the event. **Notes**: An example of the church notice board and an extension of the work with the church noticeboard can be found in Opening Up Christianity RE Today Services	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging** • **Identify and name examples of what Christians have and do in their families and at church to show their faith (A3).** • **Ask good questions about what Christians do to show their faith (B1).** **Expected** • **Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
How and why do different Christians use music in worship?		
Pupils will learn: Describe how different Christians use music to worship God Find out more about the beliefs shown in a Christian hymn or song of worship Consider and find answers to questions such as Why do Christians use music in Worship Look for similarities and differences in types of musical worship Think of reasons why some people worship God with music	Reintroduce pupils to Nathan and show the clip of Nathan explaining the place of music in worship. www.bbc.co.uk/education/clips/zyykj6f • Once pupils have watched the clip once put pupils into trios to watch the film again. One pupil needs to focus on the visual and make notes about what they see, the second pupil needs listen to the music and make notes about what they hear, the third pupil should listen to the commentary and make notes about what they think is important about music worship for Christians. After watching and listening, they are to share what they noticed with their two partners. Can they answer the question yet? How and why do different Christians use music in worship? • Ask pupils what music they like best in the clip, and why. Play some examples of musical worship from different traditions and challenge the children: why is this music used by some people to worship God? What does the music mean? What moods and emotions seem to go with the music? • What are the differences between the types of music? Why are their differences? Are the differences about what people believe or how they like to show their beliefs? • Choose a hymn or praise song to look at in detail with the pupils. Listen to the words and music. What beliefs or ideas do the words show? • Ask pupils if they had to choose some music that was spiritual (for them?) what would they choose for emotions like joy, thinking deeply, sad times, togetherness or wonder. One way of 'framing' this task is to ask pupils to suggest 5 tracks to go on a Spotify playlist called 'spirituality.' How would this be different from a Christian persons worship playlist? • Share with the pupils 7 quotations that the children on the film make *"You really do feel God's presence when you sing. The whole congregation can be taken aback."* *"I think God really does hear us. Singing is a prayer, and we really do want to praise God. I love singing!"* *"Worship can be spontaneous or formal"* *"Worship thanks God, praises him, talks to God and also says 'please help me'."*	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging** • **Identify and name examples of what Christians have and do in their families and at church to show their faith (A3).** • **Ask good questions about what Christians do to show their faith (B1).** **Expected** • **Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).** • **Describe some ways in which Christian express their faith through hymns and modern worship songs (A2).** **Exceeding** • **Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3).**

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	Some of the slow songs make you think more about why you're worshipping, then the more upbeat songs just make you feel like dancing." *"Singing to God is a way of showing we are grateful for everything he does"* *"I get the freedom to dance, to have a good time, sing and praise God"* • Do these quotes help pupils answer the question How and why do different Christians use music in worship? • As a Final task ask pupils to work in groups to create a poster or webpage titled Music in Christian worship. The page or poster should include - drawings or photos of different types of Christian worship - information boxes about why Christians worship - quotes from Christians and/or the bible about worship - note similarities and differences between different types of worshipping with music.	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
How and why do different Christians celebrate holy communion?		

Pupils will learn:
 	
Describe what happens during holy communion and why it is regularly celebrated by most Christians
 	
Describe how Catholic Christians prepare to take their first holy communion
 	
Find out more about what Christians are remembering when they celebrate holy communion
 	
Look for similarities and differences in the way that different Christians prepare for and celebrate holy communion
	• Begin the lesson with a tasting session: bring some different kinds of fresh bread to the class (e.g. pitta, a French stick, some croissants, wholemeal bread, a fruity naan). Ask pupils to taste a little bit of each kind of bread and then discuss and make a list of all the people who you could thank for this bread – can they think of 5 'thank yous' for each kind of bread? Does the bread remind of anything- special meals with the family? Holidays?
	• Bread and wine have a special meaning to Christians as it reminds them of the last supper before Jesus died. Show pupils a clip of the last supper www.bbc.co.uk/education/clips/zgsb9j6 or read it from an appropriate version of the Bible Matthew 26:17-30
	
	• Remind pupils of Nathan. Explain that the next film will show one of the ways Christians remember Jesus now. As they watch the film ask the pupils to think about;
	  • What does the bread of Holy Communion mean to these young Christians?
	  • What do they remember when they receive this bread?
	
	• Share the clip of Nathan explaining the meaning of Holy communion www.bbc.co.uk/education/clips/zq2yg82
	
	• After you have discussed the clip ask the pupils to work in pairs to come up with some puzzling questions about what they have seen. This enables them to explore the mysterious nature of this topic through their own questions. Collect, display and categorise the questions: which are most important? Which are hardest to answer? High quality questioning can be encouraged by giving some examples: what does the symbol on Santos' tie mean? Are the wine cups real silver? What does it mean when the priest says 'Jesus will come into your life?' Why is Holy Communion such an important thing for Christians in over 200 countries of the world?
	
	Communion is a way for Christians to say 'thank you' to God for Jesus' life and death. Ask children to sum up what they have learned by writing into a line drawing of a loaf of bread and a wine cup what these two symbols mean for Christian children.
		These activities will help pupils to work towards achieving the following expected outcomes:
		
		Emerging
		• **Identify and name examples of what Christians have and do in their families and at church to show their faith (A3).**
		• **Ask good questions about what Christians do to show their faith (B1).**
		
		Expected
		• **Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).**
		
		Exceeding
		• **Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3).**

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Give meanings for the symbols of Bread and wine in Holy communion	• For older pupils, or for those with higher prior attainment: Most Christians churches have regular celebrations of Holy Communion and they are all celebrating it for the same reason. Pupils could be set a challenge to find some similarities and differences between the way that it is celebrated. There was one difference shown in the film; a different ceremony in the Anglican church and the Catholic church before taking communion. For Anglicans confirmation and for Catholics First communion. Look at the similarities and differences between Anglican and Catholic communion and communion in the Methodist or Baptist church. **Notes**: The website REQuest has many short video clips of worship in different church denominations. https://request.org.uk/	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
How do Christians make a difference in their local community?		
Pupils will learn: Describe some ways in which the local church help the surrounding community Find out more about some Christian community projects Think of reasons why some Christians choose to help the local community	• Look at a local church newsletter, website or noticeboard. Perhaps revisit the noticeboard from the church at the beginning of the unit. Ask pupils to notice the things that are going to help people in the local community e.g. playgroup, lunches for older people, drop in for homeless people, money management courses, foodbank or similar services. If you can't find a local example look in the community tab of this Anglican church for some examples http://trinitycheltenham.com/ • Why do pupils think a church might want to get involved in the local community in this way? If possible invite someone in from a local church or Christian charity to talk about why they support the community in that way. • You could share some more passages from the Bible. Which of these are the Christians who support these community activities following? *For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I was sick and you looked after me, I was I prison and you came to visit me. Matthew 25:35-6* *And don't forget to do good and to share with those in need. These are the sacrifices that please God. Hebrews: 13:16* *Rise in the presence of the aged, show respect for the elderly and revere your God. I am the Lord. Leviticus 19:32* *Jesus said, "Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these." Matthew 19:14* • Ask pupils to choose one of the activities that church is putting on to support the community and create a poster for the project to recruit more volunteers. The poster needs to clearly show what the project does but also show why Christians should want to help out. • Christians are not the only people who help in the community. Many non-religious people or those from other religions also support the community. As a class work out what pupils at your school do to help others. Why do they do it? Are the reasons the same or different to those that Christians give for helping out.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging** • **Identify and name examples of what Christians have and do in their families and at church to show their faith (A3).** • **Ask good questions about what Christians do to show their faith (B1).** **Expected** • **Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).** • **Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Why do people stand up against injustice because of their religion?		

Pupils will learn:
 	
Describe the story of Rosa Parks
 	
Consider questions such as why Rosa stood up for her rights and the rights of others
 	
Think of reasons why some people think it important to do things to support people who are being badly treated or need some help.
	Introductory role play: arrange a set of six chairs in pairs as if on a bus. Choose six people to sit down on the bus, ensuring that the two people sitting on the back two seats have similar physical attributes, for example, blonde hair. Explain to the class that the bus is travelling along at the end of the day and that it stops at the next bus stop. Ask two people to get on the bus who do not have the same physical attribute as the two people on the back two seats. Explain to the two people at the back that they must give up their seats and stand up for the rest of the journey because they have blonde hair. Discuss pupil's feelings about the re-enactment.
	
	• Share the story of Rosa Parks and the Montgomery bus boycott with the pupils. Re-enact the story. Rosa was a Christian. Do the children know any parts of the Bible that might have inspired her e.g.
	  • 'There is no longer Jew or Greek, there is no longer slave or free, there is no longer male or female, for all of you are one in Christ Jesus.' Galatians 3: 28
	  • 'Do to others what you would have them do to you.' Matthew 7: 12
	  • 'Love your neighbour as yourself.' Matthew 19: 19
	  • 'God created human beings in his own image, in the image of God he created them; male and female he created them.' Genesis 1: 27
	
	• Give the pupils time to work in groups to develop questions for the three main characters - Rosa Parks, the man on the bus or the bus driver. Encourage them to come up with questions that address the characters' feelings and motivation, especially why, as a Christian, Rosa Parks felt it was important to stand up for her rights. Either choose pupils or act in role yourself as each of the three characters in turn and respond to the pupils questions
	
	• Ask pupils to work in pairs to write an interview with one of the characters set in modern times, allowing the three interviewees to reflect on the results of the Civil Rights Movement. Do people think that the man on the bus or the bus driver would now regret their actions? Do they think the rules were wrong? Would Rosa Parks think that she behaved correctly? What would she think about racism in the world today? Ask people to present their work as a
		These activities will help pupils to work towards achieving the following expected outcomes:
		
		Emerging
		• **Ask good questions about what Christians do to show their faith (B1).**
		
		Expected
		• **Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).**
		• **Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).**
		• **Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).**
		
		Exceeding

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	magazine interview, beginning with a paragraph explaining the story of the Montgomery bus boycott. As a reflective end to the lesson ask pupils to suggest what they think they would have done and why they would have done it if they had been each of the three main characters. Study another contemporary Christian preferably someone local to your community ensure that activities are varied and inclusive. Focus on how beliefs have motivated the actions of such a person. Note the connections between the story of Rosa Parks and Unit U2.8, which explores how to be anti-racist. Notes: Rosa Parks is just one example. f there is time study other examples of Christians who have made a difference because of their actions and beliefs **Summing up this unit:** Recall what Christians believe and how they show their beliefs. Ask pupils what they think it is that makes a Christian a Christian. What 'qualifies' someone to be a Christian? Talk about how Christians practise their faith in many ways. For some, believing is central, for others it is more about participation in Christian fellowship, and for others it may be about making the world a fairer place – or a combination of all three. Survey data sometimes shows that many people in Britain identify as Christian while not often attending church or reading the Bible or praying. Perhaps for some, being Christian is a matter of identity rather than belief or practice. Do pupils want to refine their earlier answers: what would pupils say makes someone a Christian and why? Is there a difference when looking from the outside (as sociology surveys might do) or from the inside (as church teachings would do)?	• **Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1)**

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